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ABSTRACT

This manual was written for cooperating teachers who plan to participate in the training of student teachers in foreign languages. It begins with a short questionnaire to be filled out by the cooperating teacher, designed to help the teacher decide how he or she actually feels about working with a student teacher. In the next section of the guide, suggestions are made concerning an orientation program for the student teacher, followed by a list of suggested activities for the first few weeks of the student teacher's working session. The sample student teacher observation sheet provided next is to be filled out daily by the cooperating teacher. A detailed checklist for evaluating the student teacher's personal characteristics, general teaching ability, foreign language ability, and professionalism is presented, followed by suggested criteria for making these evaluations. The guide concludes with an analysis of foreign language teacher competency requirements. (PMP)

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STATE UNIVERSITY OF NEW YORK AT BUFFALO
Faculty of Educational Studies

SUPERVISION OF STUDENT TEACHERS IN FOREIGN LANGUAGES: A PRACTICAL GUIDE FOR COOPERATING TEACHERS

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I.

PREFACE

This manual is designed for cooperating teachers who plan on participating in the training of student teachers in foreign languages. Its objective is to suggest guidelines and ways of evaluating the teaching-learning process.

Special thanks are given to the following committee of Cooperating Teachers for their ideas and suggestions: Kathleen Bechtold, Susan Conners, Kristine Creighton, Phyllis Gould, Judith Hassett, Susan Penberthy, Judith Pincart, Bonnie Sawicki, and Barbara Wozniak.

II.

HOW DO YOU FEEL ABOUT HAVING A STUDENT TEACHER?

Circle either yes or no for each item:

1.	I have certain goals and I expect the student teacher to have the same goals.	YES	NO
2.	I feel uneasy with another person (other than students) in the classroom.	YES	NO
3.	I would be jealous if the student teacher had a better rapport with the students than I do.	YES	NO
4.	I do not feel I can contribute to the professionalism of the individual with whom I will be working.	YES	NO
5.	I am not looking forward to sharing my ideas about teaching and listening to the ideas of the student teacher.	YES	NO
6.	I would feel uneasy with a student teacher who is more fluent and better prepared (in the subject area) than I.	YES	NO
7.	I would worry about the student putting me behind in the amount of work to be covered.	YES	NO
8.	I feel a student teacher would lighten my load.	YES	NO
9.	I feel a student teacher would upset my classroom routine.	YES	NO
10.	I am not willing to expose my students to a different teacher.	YES	NO

If you feel strongly about answering yes to any of the items, then you should give more serious thought to the experience of having a student teacher.

The following form is suggested for obtaining information. It may be used by the cooperating and/or the student teacher in order to facilitate their first encounter. However, it is suggested that a more personal approach may be taken.

BIOGRAPHICAL DATA

Subject Area _____ Date _____

Name _____

Local Address _____ Phone _____

Home Address _____ Phone _____

Age _____ Date of Birth _____

Military Service _____ Branch _____ From _____ To _____

Marital Status _____ Children _____

Languages Spoken _____

Do you have means of transportation? _____

Present status in college _____

Educational Background: Elementary School _____

Secondary School _____

College _____

List hobbies, interests, and special talents _____

_____

List extra class activities in: Secondary School _____

_____

College : _____

List work experience (include experiences related to children)

_____

_____

Titles or descriptions of courses relevant to your field which you have completed:

_____

_____

_____

_____

Travel experiences or foreign study _____

_____

Briefly describe your family and community background:

_____

_____

_____

_____

Please write a statement of your plans and aspirations for the future:

III.

ORIENTATION TO THE SCHOOL

You have been notified that you will be a cooperating teacher. Here are suggested procedures that the cooperating teacher may follow:

A. Orientation to the School Building

Take the student teacher on a tour of the school, providing either a map or floor plans. Point out lavatories, stairways, main office, guidance offices, health office, faculty rooms, ditto room. A-V room, language laboratory and other language classrooms.

B. Orientation to the Classroom

Explain the school policy on matters related to the classroom.

C. Orientation to the School Staff

During the first few weeks, the student teacher should become acquainted with the following people: principal, vice principal(s), guidance personnel, school nurse, office staff, members of the department, custodial staff, psychologist, reading specialist, curriculum coordinator, speech teacher, teacher aids, attendance officers, A-V staff, librarian and cafeteria staff.

D. Orientation to the Community

It would be advantageous for the student teacher to become acquainted with the following information about the community:

1. Socio-economic level
2. Ethnic make-up
3. Academic orientation
4. Predominant occupations

E. Orientation to School Policies

It is obvious that school policies vary with different schools. Before focusing on specific school policies it would be helpful to inform the student teacher of the general philosophy of the school district, the sequence of courses offered, the extent of articulation and the goals of the particular department.

Specific policies might include the following:

1. Method of taking attendance in homeroom and classroom and its importance with respect to state aid and emergency situations.

2. School day schedule: bus, bell, class and extracurricular schedules.

3. Procedure for student tardiness: passes, readmission slips, doctor and dental appointments, early dismissal, etc.

4. Dress code for both students and teachers--is there an established policy?

5. The student teacher should be aware of any extra duties for which he or she will be responsible: study hall, cafeteria duty, hall monitoring, lavatory duty, language laboratory, etc. Cooperating teacher should alert the student teacher to possible areas of difficulty which may arise while supervising a large group.

6. Special instructions should be given regarding:

   a. Fire drill procedures (exits, closing windows, turning out lights, etc.)

   b. Air raid drill procedures

   c. Student illness (how to contact the health office, special provisions for handicapped students, how to obtain information regarding students' physical problems, i.e., diabetics, epileptics)

   d. Contacting the main office and other classrooms

   e. Assembly procedures: special bell schedule

   f. Field trips: methods of requesting permission and transportation, legal liabilities, budgeting. chaperones, arranging for accommodations, etc.

   g. Procedures for inviting guests into the classroom.

7. Procedures for grading should be explained:

   a. General school standards (what defines satisfactory or unsatisfactory performance, system of notation)

   b. Length of marking period (closing dates)

   c. Procedure for marking report cards, permanent record cards, grade folders, IBM sheets and evaluation sheets

8. Disciplinary actions are usually regulated by specific school rules. The student teacher should be aware of:

   a. General philosophy of the school

   b. Chain of command (to whom is a student referred?)

   c. Use of warning notices, complaint cards and other methods of notification of parents

   d. Detentions, suspensions and expulsions

   e. Legal rights of students and teachers

9. Does the school check lesson plans? (How detailed should they be?)

F. Orientation to Equipment and Materials

The student teacher should be familiar with the equipment in the classroom, within the school and that which may be brought in from outside the school.

1. Within the first week, the student teacher should know the location of books, chalk, paper, rulers, staplers, etc., in the classroom.

2. An explanation should be provided regarding how to order materials within the school, i.e., films, ditto masters, art supplies, supplementary texts, etc.

3. Use of the library and its resources should be explained.

4. It would be beneficial for the student teacher to know how to requisition materials for the following year. (Where do you find the film and book publishers' catalogs? When do you place the orders?)

5. It may be helpful to learn how a budget is developed.

G. Orientation to the Profession

1. Ethics

   a. The importance of confidentiality

   b. Use of discretion regarding smoking, alcohol, drugs and personal relationships

c. Establishing and maintaining a good rapport with the faculty

d. Attendance and tardiness on the part of the student teacher

e. Responsibilities to substitute teachers (making available lesson plans, attendance books, etc.)

f. Dress code for teachers

g. Level of familiarity with students (first name basis, tolerance of swearing, etc.)

h. Attendance at faculty, department and professional meetings

i. Student teacher status as a guest in the school (i.e., there is no insubordination which should be tolerated)

2. Organizations

a. Identification and description of local, state, county and national educational organizations, as well as those which are professional language organizations (AFT, NEA, NYSUT, MLA, ACTFL, NYSAFLT, AATSP, AATG)

b. Explanation of dues, publications and services provided

H. Orientation to the Cooperating Teacher's Personal Policies

The student teacher should be permitted to develop his or her own personal classroom policies, but should be aware of the cooperating teacher's established policies in respect to:

1. Grading (importance of quizzes, tests, oral participation, extra credit, etc.)

2. Homework (importance and frequency of assignments)

3. Evaluation techniques for written and oral performance

4. Areas of emphasis (i.e., culture, grammar, speaking, etc.)

5. Classroom discipline (which situations are handled by the teacher and which are handled by outside forces)

6. Lesson planning (daily, weekly, long term)

7. Activities planned by the teacher (how much freedom is allowed, large groups, small groups, board work, etc.)

IV.

SUGGESTED PROCEDURES

Here are some suggested procedures that the cooperating teacher may follow, before the arrival of the student teacher and during the first few weeks.

A. Prior to Arrival

1. Prepare the classes for the student teacher's arrival (length of stay, why, from which university, etc.). Explain the student teacher's role in the classroom. Allow for student questioning.

2. Explain your role as cooperating teacher (i.e., the student teacher will assume responsibilities which the cooperating teacher normally has).

3. Explain that other supervisors will be visiting in order to observe teaching techniques and class reactions.

B. At Time of Arrival

It may be a good idea to become acquainted with the student teacher before his or her actual teaching session begins. How this is accomplished may be left to the discretion of the individual.

C. Within the First Week

1. Provide the student teacher with seating charts, textbooks, plan books, attendance register, etc.

2. The student teacher should be asked to observe several classes. These observations should be task-oriented (i.e., were objectives fulfilled? How? How is discipline handled?).

3. A gradual introduction to the classes may include: taking attendance, grading simple quizes and objective test papers, checking homework assignments, aiding in small group work, assisting in the language laboratory, offering remedial sessions.

D. In the Weeks which Follow

1. The student teacher should start teaching the most accommodating class.

2. A duplicate set of lesson plans should be prepared in advance, so that the cooperating teacher may review them and, if necessary, offer advice.

3. A daily discussion of the lesson plans should take place in order to review objectives, materials, procedures and alternate or emergency lesson plans. It would be beneficial for the plan to be divided into time segments to help the student teacher pace the lesson.

4. The student teacher should be encouraged to establish his or her personal standards for classroom procedures and discipline.

5. If possible, the cooperating teacher should give a model lesson which the student teacher could follow in another section of the same course and level.

6. Initially, the cooperating teacher should remain in the classroom to observe and take notes for the purposes of praise, encouragement and review of what was accomplished. Comments should be directed toward teaching methods, but also toward pronunciation and mastery of subject matter.

7. The cooperating teacher's role in the classroom should gradually be minimized until eventually the student teacher takes on complete responsibility for the class (i.e., taking attendance, homework correction, test correction, etc.).

8. Cooperating teacher should be easily accessible to the student teacher for professional and personal matters.

9. The student teacher should be urged to evaluate himself daily. Methods for self evaluation vary (revision of lesson plans, subjective feelings, student reactions, videotaping the lesson, listening to a tape of the lesson).

10. The student teacher should be urged to be flexible and openminded regarding expectations for his or her accomplishments. Class reactions are unpredictable; therefore, the student teacher should try not to be oversensitive to difficult situations.

11. The student teacher should be urged to develop bulletin boards and to participate in all cultural activities: field trips, food days, assemblies, contests and plays.

It is also advisable for the student teacher to observe other classes (language, other subject areas, or special classes) in order to be exposed to a wide variety of teaching methods and different types of students.

V.

Daily Foreign Language Student Teacher Observation Sheet

Student Teacher _____ Date _____

Master Teacher _____

I. Objectives of Lesson

II. Appropriateness of Content and Materials

III. Teaching-Learning Process

Comments dealing with the teaching of:

A. Pronunciation

B. Structures

C. Culture

IV. Teaching Techniques Used

V. Evaluation Techniques Used

VI. General Classroom Climate

VII. Teacher's Rapport with Students

VIII. High Points of Lesson

IX. Low Points of Lesson

X. Items for Discussion with the Student Teacher to Improve the Teaching-Learning Situation

A.

B.

VI.

STUDENT TEACHER EVALUATION

The following is a suggested guideline for evaluating student teachers in a foreign language. It should not merely be used as a checklist, but as a guide to determine student teacher strengths and weaknesses. Comments, therefore, are an integral part of this evaluation and should be included. It is strongly suggested that you, as the cooperating teacher, discuss this material with your student teacher. You may also find this a helpful guide in writing recommendations.

	high 4	3	2	low 1	Comments
1. PERSONAL EVALUATION					
a. Personal appearance -is careful of personal appearance and grooming -has appropriate clothing					
b. Poise -possesses self-control -is poised -adapts readily to changes					
c. Speech -enunciates clearly					
d. Confidence -displays self-confidence -shows enthusiasm -is open-minded and flexible					
e. Initiative -is willing to try new ideas -is willing to do things on his/her own					
2. GENERAL TEACHING COMPETENCIES					
a. Planning - is able to formulate long-term goals -is able to relate material within a unit and from one unit to another -is able to prepare daily lesson plans adequately including 1) objectives 2) materials 3) procedures 4) evaluation -demonstrates variety in selection and use of materials					

	high 4	3	low 2	1	Comments
b. Classroom Techniques -uses varied methods -explains clearly -makes homework assignments relevant and does a follow up -is not afraid to move around the room -makes use of positive reinforcement -provides both oral and written evaluation at appropriate intervals -tests only material taught and accroding to methods used -requires participation of all pupils -maintains a lively pace of instruction -places appropriate emphasis on each of the four language skills -is able to deal with remedial instruction when necessary -is able to motivate students -is willing to incorporate supplementary materials					
c. Classroom Atmosphere -creates a "cultural island" -maintains a pleasant physical atmosphere in the classroom (ventilation, lighting, cleanliness, etc.) -leaves the classroom in order for another teacher using the room (erases boards, etc.)					
d. Classroom Control -is consistent in dealing with pupils -promotes a cooperative attitude on the part of the students -aims toward student self-discipline -maintains discipline according to school policies -insures that students are aware of what is expected of them					

	high 4	3	low 2	1	Comments
e. Attitude Toward Students -likes young people -shows respect for the ability and worth of every student -is willing to give extra time to students -recognizes students as individuals -insists upon a high level of student performance -earns and maintains the respect of the students - is patient and fair with students					
f. Record Keeping -corrects papers with care and within a reasonable amount of time (quizzes, tests, homework, projects) -keeps gradebook neat, accurate, and well-labeled -is aware of report card procedures					
3. FOREIGN LANGUAGE COMPETENCIES					
a. Practical command of the language -understands the foreign language when it is spoken by a native speaker -would be able to carry on a conversation with a native speaker -possesses a near-native command of the sound system -is able to read foreign language material with immediate comprehension -is able to write with clarity and correctness in the foreign language					
b. Culture -is able to convey cultural differences -is able to demonstrate a knowledge of foreign culture in regards to history geography, the arts, etc.					

	high 4	3	low 2	1	Comments
4. PROFESSIONALISM					
a. Attitudes					
-shows enthusiasm toward teaching					
-is cooperative with other members of the faculty and staff					
-is continually trying to improve					
-shows professional attitude when dealing with students					
-doesn't gossip about faculty or students.					
b. Attendance					
-is on time to school					
-is on time to classes					
-takes days off only when necessary					
c. School Life					
-upholds school policies					
-shows responsibility in performing non-academic tasks					
-takes an active interest in extra-curricular activities					
d. Professional Activities					
-joinsprofessional associations					
-reads professional literature					
-continues to improve competencies via course work and workshops					

Evaluator's signature: _____

This form has been discussed and acknowledged
Student teacher's signature: _____

Student Teacher's Comments

VII.

ASSESSMENT OF COMPETENCIES

Each competency area calls for "supporting evidence." This could include annotated interviews, annotated observations, video and/or audio tapes, and reports from observation of classes.

A. THE LEARNING ENVIRONMENT

1. Uses a variety of instructional materials

Unsatisfactory	Satisfactory
Limits materials to routine use of textbooks. Fails to provide supplies and instructional materials.	Uses supplementary books. Uses occasional films, trips, recordings and other aids. Makes discriminating use of textbooks.

2. Gives attention to the emotional atmosphere of the classroom

Unsatisfactory	Satisfactory
Unaware of emotional concerns. Pupils show evidence of anxiety. Pupils frequently express conflict and hostility.	Shows evidence of concern about pupils with emotional problems. Classroom atmosphere usually relaxed. Directs attention toward the search for causes, rather than treatment of symptoms.

3. Uses community resources

Unsatisfactory	Satisfactory
Ignores the community setting for learning. Limits learning to the four walls of the classroom.	The community serves as a laboratory for learning. Uses field trips. Uses community resources and people.

4. Shows sensitivity to pupil's concern

Unsatisfactory	Satisfactory
Room frequently stuffy and overheated. Teacher expects pupils to sit up straight and remain in seats unless permission is given to move.	Teacher conscious of lighting, ventilation and temperature. Pupils assume responsibilities of insuring classroom comfort.

5. Provides an attractive, esthetically-satisfying environment

Unsatisfactory	Satisfactory
The room is drab and uninteresting. Bulletin boards either blank or disorganized. The general room impression is either one of confusion or a too-ordered, immaculate hospital ward.	Bulletin boards show evidence of planning. A pleasant, attractive and inviting room displays pupil's work around the room.

B. PLANNING AND ORGANIZATION

1. Shows knowledge of methods and materials in pre-planning ability

Unsatisfactory	Satisfactory
Puts forth little effort prior to classroom appearance. Disorganized.	Makes flexible plans, directly connected with stated objectives. Makes long-range as well as day-to-day plans. Makes provision for choices and changes.

2. Demonstrates ability to plan with pupils

Unsatisfactory	Satisfactory
Opposed to or afraid of pupil-teacher planning. Frequently directs activities which are of little concern to developmental tasks and interests of pupils.	Plans effectively with the pupils through democratic group processes most of the time. Other times plans <u>for</u> the pupils but with their concerns in mind.

3. Sets realistic and worthwhile goals

Unsatisfactory	Satisfactory
Unable to plan objectives consistent with course content or level. Goals set are far above or below capabilities of students. Little conception, if any, of time necessary for teaching-learning of given material.	Goals consistently relevant and appropriate to course content and level of difficulty, with little or no need for guidance. Able to make fair estimates of time necessary for teaching-learning of given material.

4. Shows flexibility in meeting change

Unsatisfactory	Satisfactory
Inflexible. Stays with preconceived plans in spite of disinterest, disruption and disorder. Thrown into confusion by changes or interruptions.	Able to meet unexpected changes. Makes definite provisions for choices of pupils. Insures flexibility through dependence upon group decisions.

C. MANAGEMENT AND CONTROL

1. Overall management of the classroom

Unsatisfactory	Satisfactory
Manages classroom through authoritarian domination. Creates hostilities. Ineffective even as an autocrat or allows anarchy to reign. Mistakes a laissez-faire absence of leadership for modern education.	Attempts to balance friendliness with firmness. Gains respect of pupils. Works increasingly toward pupil self-direction.

2. Handles problems of discipline effectively

Unsatisfactory	Satisfactory
Pupils show little respect for teacher. Besieged by problems of discipline, many of his own making. Uses repressive measures of punishment.	Develops a learning environment in which few disciplinary problems arise. Shows understanding, patience and good humor in dealing with unacceptable behavior.

3. Makes standard of behavior known to students

Unsatisfactory	Satisfactory
If consistent behavior standards exist, only the teacher knows them.	Behavior standards are developed and agreed upon through pupil-teacher discussion.

4. Has rapport with students

Unsatisfactory	Satisfactory
Class shows little respect for student teacher and student teacher shows little respect for class both individually and collectively.	Student teacher and students give evidence of consideration for each other while sustaining the teaching-learning activities.

D. APPLICATION OF KNOWLEDGE

1. Gives evidence of background preparation

Unsatisfactory	Satisfactory
Poorly prepared. Attempts to bluff. Frequent errors and inaccuracies. Unwilling to admit weaknesses. Serious gaps in background information.	Well prepared. Evidence of background study and a keen interest in continued

2. Demonstrates skill in applying knowledge through teaching

Unsatisfactory	Satisfactory
Unable to effectively communicate knowledge to pupils. Unable to adapt subject-matter to level of learners. Unfamiliarity with effective teaching methods.	Ability to convey material in meaningful, functional situations.

3. Recognizes the worth of his own experiences and uses them in teaching

Unsatisfactory	Satisfactory
Sees no relation between personal experiences and subject-matter content. Teaches only what the book designates.	Uses personal illustrations and interpretations to supplement study. Attempts to enliven subject-matter through personalized interpretation.

4. Points out the inter-relatedness of knowledge to pupils

Unsatisfactory	Satisfactory
Divides subject-matter into separate compartments. Teaches fragments and isolated facts. Slavishly follows some artificial pattern of subject-matter organization.	Relates subject-matter to lives of pupils. Brings out interrelated generalizations. Correlates subject-matter areas.

E. TEACHING ABILITY/EFFECTIVENESS

1. Senses and utilizes learning opportunities

Unsatisfactory	Satisfactory
The student teacher ties himself to specific, detailed lesson plans, seldom deviating from procedures laid down in advance. The emphasis is on motivating pupils to fit the teacher's preconceived program.	Recognizes and utilizes learning opportunities through many approaches. Shows ability to change plans to meet new conditions.

2. Communicates effectively with pupils

Unsatisfactory	Satisfactory
Speaks in language that is beyond pupil comprehension. Speaks with a monotonous or rasping voice. Frequently unable to make self heard or understood. Speaks too rapdily.	Communicates. Voice pleasant, clear and well-modulated. Skillful in promoting discussion and bringing out communication skills of pupils.

3. Writes with skill

Unsatisfactory	Satisfactory
Unable to write in language that pupils understand. Makes frequent errors in spelling and usage. Handwriting frequently illegible.	Demonstrates ability to write with clarity. Uses blackboard effectively. Written comments consistently clear and to the point.

4. Involves class in group learning activities

Unsatisfactory	Satisfactory
Activity is limited to teacher's talk and students' listening (or ignoring). Group does not actually actively participate (constructively) in drill activities. No differentiation of large group-small group activities (appropriate to different subject-matter areas in different ways).	Student teacher involves the class in small group and large group work, not for its own sake but generally appropriate to the particular task. Student teacher consistently able to get feedback on progress of group assignments.

E. TEACHING ABILITY/EFFECTIVENESS (Continued)

5. Involves class in individual learning activities

Unsatisfactory	Satisfactory
Class responds only as group. Individuals resist participation even within their capabilities. General lack of ability to work independently in appropriate situations. Teacher makes no effort to elicit responses from individuals in accordance with each one's capabilities.	Student teacher blends individual and group techniques effectively. Students are willing to participate as individuals and are not afraid to respond incorrectly. Individual and group tasks chosen appropriately.

6. Demonstrates skill in evaluation processes

Unsatisfactory	Satisfactory
Limits evaluation to letter grades solely based on group competition through teacher-made tests.	Evaluation utilizes many forms, i.e., teacher-made tests, student evaluation, student-teacher contracts, self-evaluation, visual observation of students over a period of time.

F. THE TEACHER AS A PERSON

1. Makes use of a sense of humor

Unsatisfactory	Satisfactory
Lacking in humor. Dour and disgruntled. Overly serious.	Infectious sense of humor. Able to take a joke. Laughs with pupils.

2. Exhibits poise and self-confidence

Unsatisfactory	Satisfactory
Ill at ease with people. Avoids company of others. Gives up easily. Makes a poor impression. Has little confidence in his own potentialities. Tries to avoid facing problems.	Likes to be with others. Believes in his own capacities. Finds some success in meeting problems.

3. Demonstrates emotional stability

Unsatisfactory	Satisfactory
Frequently tense and over-anxious. Unreliable. Loses temper easily. Exhibits animosity or hostility to some pupils. Fearful or withdrawn.	Usually cheerful. Meets difficulties calmly. Relatively stable and dependable. Provides security and support to pupils.

4. Shows initiative

Unsatisfactory	Satisfactory
Waits to be told what to do. Shirks work. Dependent upon routines and regulations. Stifles initiative in pupils. Dependent upon supervising teacher's decisions.	Usually ready to assume responsibilities. Works to develop initiative in pupils. Consults the cooperating teacher and gives increasing evidence of independent actions.

5. Establishes effective relationships with parents

Unsatisfactory	Satisfactory
Views parents as a nuisance and a necessary evil. Shows resentment of parental interest. Unable or unwilling to communicate effectively with parents.	Attempts to keep parents informed of pupil progress. Attempts to secure information about home background. Seeks parental help over problems in behavior.

F. THE TEACHER AS A PERSON (Continued)

6. Establishes effective relationships with faculty

Unsatisfactory	Satisfactory
Unwilling or unable to communicate with supervising teacher. Shows rivalry with other student teachers. Resents administrative regulations.	Seeks opportunities to communicate with supervising teacher. Works cooperatively with other student teachers. Attempts to become acquainted with other personnel in the educational program.

7. Shows care in personal appearance

Unsatisfactory	Satisfactory
Neglects grooming. Careless about clothing.	Gives attention to grooming. Usually dressed appropriately.

8. Gives evidence of dependability

Unsatisfactory	Satisfactory
Fails to keep appointments. Negligent about carrying out responsibilities.	Notifies people sufficiently in advance when unable to keep appointments. Carries out assumed responsibilities. Seeks further responsibility. Consistently dependable.

VIII.

COMPETENCIES OF FOREIGN LANGUAGE TEACHERS

	Unsatisfactory	Satisfactory
A. Practical Command of the Language		
Teachers of foreign languages (K-12) will be able to:		
1. Understand the foreign language as spoken by a native at a normal conversational tempo.	___	___
2. Speak the language with sufficient command of vocabulary and syntax to carry on conversations with native speakers.	___	___
3. Read with immediate comprehension and without translation.	___	___
4. Write the language at a level of clarity and correctness.	___	___
B. Language Analysis		
Teachers of foreign languages will be able to:		
1. Analyze the phonology, morphology and syntax of the foreign language and be able to clarify the differences and similarities between the source and target languages.	___	___
2. Incorporate the knowledge derived from applied linguistics in the presentation of the foreign language.	___	___
3. Devise drills and exercises that develop student awareness of the structure of both native and target languages.	___	___
C. Culture		
The teacher will be able to:		
1. Classify the principal ways in which the foreign culture resembles and differs from the native culture.	___	___
2. Present geography, literature, history, art and social customs and their effect upon the contemporary civilization of the foreign culture.	___	___

	Unsatisfactory	Satisfactory
3. Draw from personal experience in order to create a variety of learning situations which would bring the reality of the target culture closer to the student.	___	___
4. Encourage and promote participation in activities and events which reflect the contemporary ways of life of the target culture.	___	___

D. Teaching-Learning Process

The teacher of foreign languages will be able to:

1. Interpret and evaluate the evolving objectives of education in the United States and the place of foreign language in this context, e.g., be aware of changing needs of students, make foreign language more student-oriented and community-oriented.	___	___
2. Demonstrate an understanding of the nature of learning in general and language learning in particular, e.g., be effective in dealing with aspects of motivation, implementation of teaching methods, individualization of instruction and evaluation.	___	___
3. Analyze the nature of the learner and the difference in learners at the elementary and secondary levels.	___	___
4. Evaluate student learning and progress and plan class activities and individual conferences in the light of that analysis.	___	___
5. Adapt to teaching models which provide for individual differences of children.	___	___
6. Evaluate materials and media and select those which will help students most in the learning process.	___	___
7. Acquire and implement where appropriate new ideas and techniques in foreign language in order to narrow the gap between current research and incipient trends on the one hand and the classroom practices on the other.	___	___
8. Evaluate major research studies in foreign language education, identify the major contributions of that research.	___	___
9. Implement experimental designs in the classroom.	___	___
10. Demonstrate ability for self evaluation.	___	___

	Unsatisfactory	Satisfactory
11. Demonstrate techniques designed to stimulate and develop among students feelings of self-worth and personal integrity.	___	___
12. Stimulate and develop active enthusiasm for course material.	___	___
E. Professional		
Teachers of foreign languages will:		
1. Give evidence of a general liberal education to complement their foreign language specialization.	___	___
2. Possess a good understanding of the foreign language curriculum and be committed to its implementation.	___	___
3. Display a sense of responsibility for professional growth and demonstrate through his own example that foreign language teaching is continuously developing.	___	___
4. Be informed about periodicals and books in the field of foreign language teaching.	___	___
5. Give evidence of active participation in in-service workshops, conferences, seminars and in professional organizations.	___	___
6. Cooperate in developing a continuum in foreign languages so that levels are considered as segments of a simple program entity.	___	___
7. Be aware of their responsibility to help in curriculum planning, articulation and coordination.	___	___
F. Affective Domain		
Teachers of foreign languages should demonstrate sensitivity to actions, needs and feelings of students and peers.	___	___